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ABSTRACT

This brief report is a compilation cf academic test score data collected on children in the Responsive Educational Programs spcnsored by the Far West Laboratory. In scme cases sampling was done and statistical tests run. In other situations sampling was not possible and comparisons are made with national ncrms. Diagrams and figures are given for children's pre- and pcst-program performance on measures of the following types: reading performance of grade school children, reading readiness of first grade children, arithmetic achievement of kindergarten children, Stanford Achievement test scores of third grade children, Wechsler Intelligence test scores of kindergarten children, Stanford subtest scores of second grade children, Raven's Progressive Matrices test scores cf children in grades one through three, Caldwell Preschccl Inventory test scores of Head Start children, and scores on the Boehm Test of Basic Concepts for Head Start children. The reader is referred to references at the end of the report fcr complete description of the data collection and analyses. (Author/SS)

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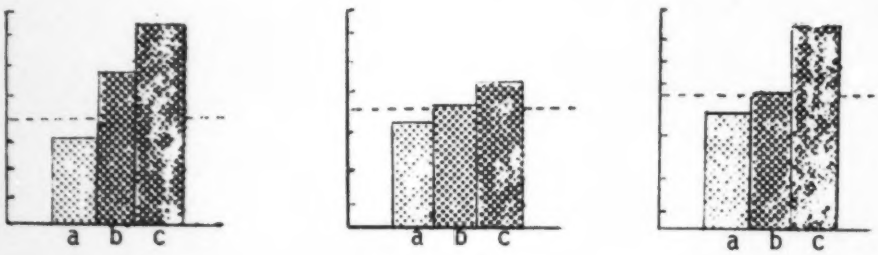
ACCOUNT-ABILITY.



Word Meaning Paragraph Meaning Spelling

RESPONSIVE EDUCATIONAL PROGRAM

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ACCOUNTABILITY

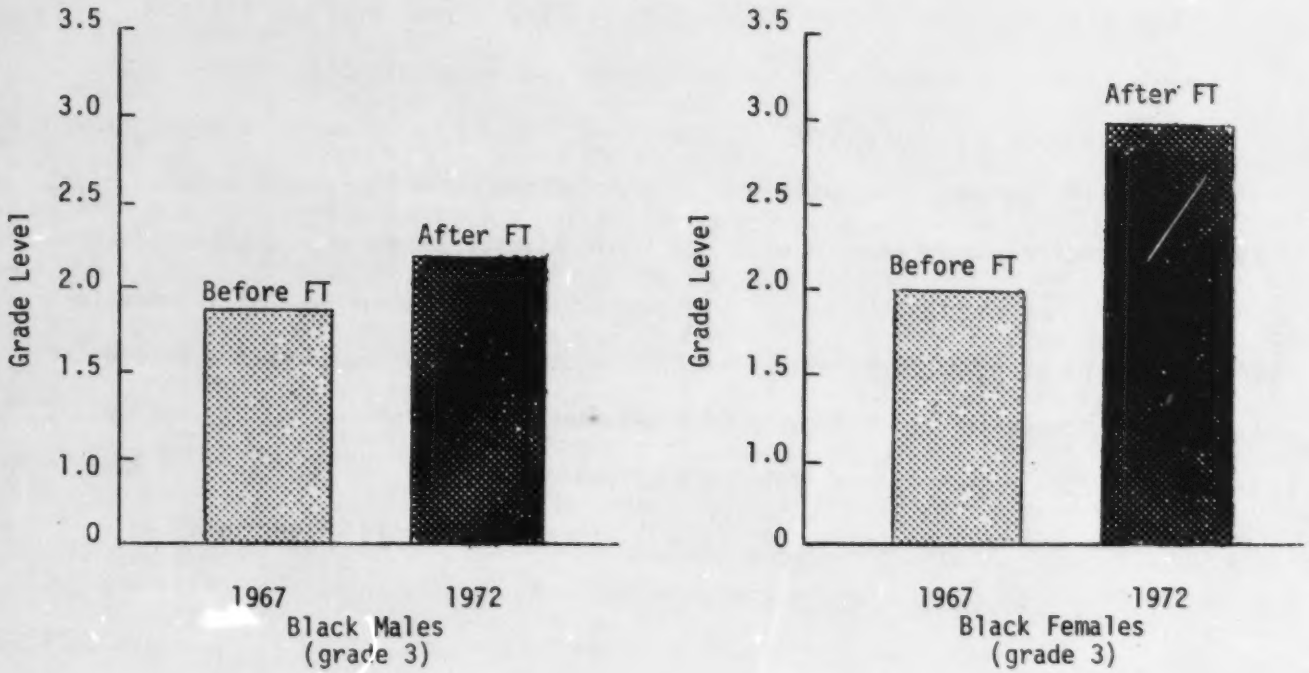
Cognitive Development And Academic Achievement Of Children In The Responsive Head Start And Follow Through Programs

The following are objective "academic" test score data collected on children in the Responsive Educational Programs sponsored by the Far West Laboratory. It should be understood that these test score data do not reflect the varied outcomes that are the goals of the Responsive Program. The Responsive Program's goal is consistent with the major goal of the National Follow Through Program; i.e., "to increase a child's life chances." A child's "life chances" are only remotely related or in many cases divorced from the child's reading or arithmetic test scores. A child's "life chances" are influenced by the socio-economic structure of the school, community and society in which the child lives. Therefore, assessing learning outcomes in minute areas of academic achievement and using this information as an index of program effectiveness has questionable merit. However, the Responsive Program's academic component focuses on developing problem-solving ability and it would be appropriate to use "fair" traditional test scores to measure some part of a Responsive Program's child performance outcomes. But, since there are few entirely "fair" tests of intelligence or achievement for the culturally different children in our program, we must report existing data results on existing instruments. The outcomes reported here, therefore, can be interpreted only as tentative indications of the real outcomes.

This report is a compilation of existing data. In some cases sampling was done and statistical tests run. In other situations sampling was not possible and comparisons are made with national norms. For a more complete description of the data collection and analyses performed on the data the reader is directed to the references listed at the end of the report.

NFR:tmv
4/16/73

INCREASED READING PERFORMANCE OF GRADE 3 CHILDREN AFTER FOLLOW THROUGH

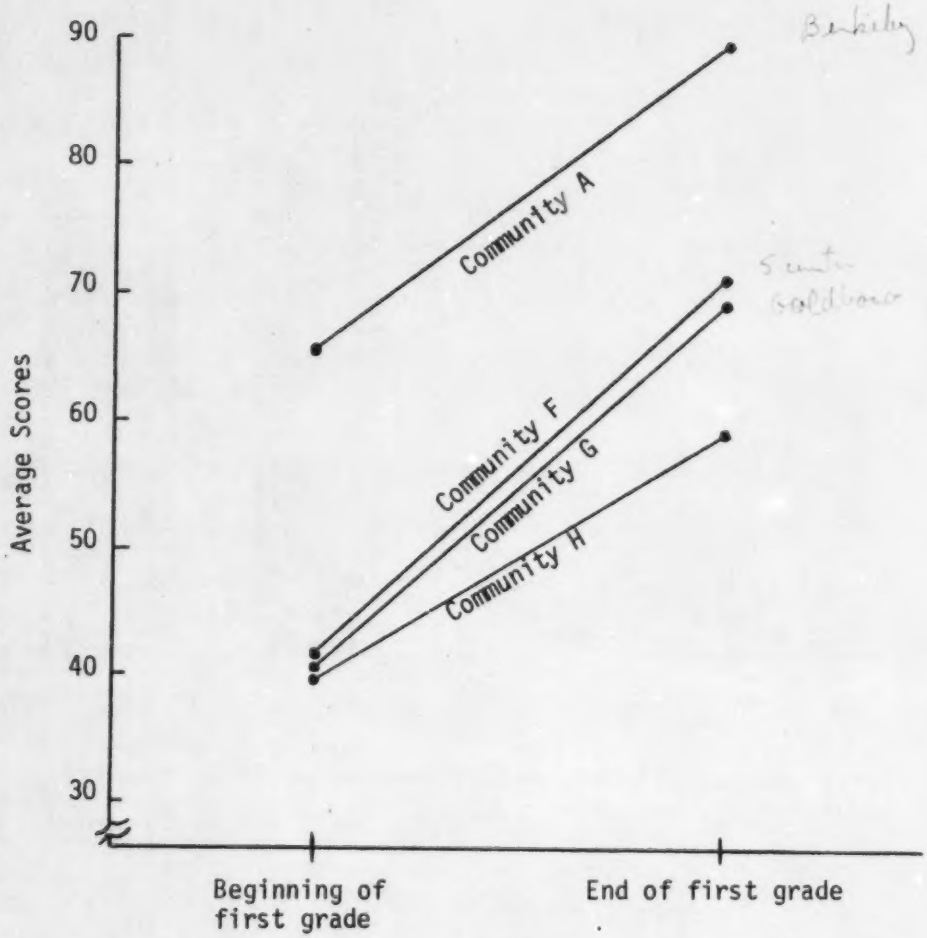


In the spring of 1972, after the Follow Through program had been in operation for three years, Black grade 3 Follow Through children are reading at higher grade levels than Black children did in the spring of 1967, before the Follow Through program began.

FWL Plate 9

INCREASED READING READINESS

Metropolitan Reading Readiness Test
Grade 1

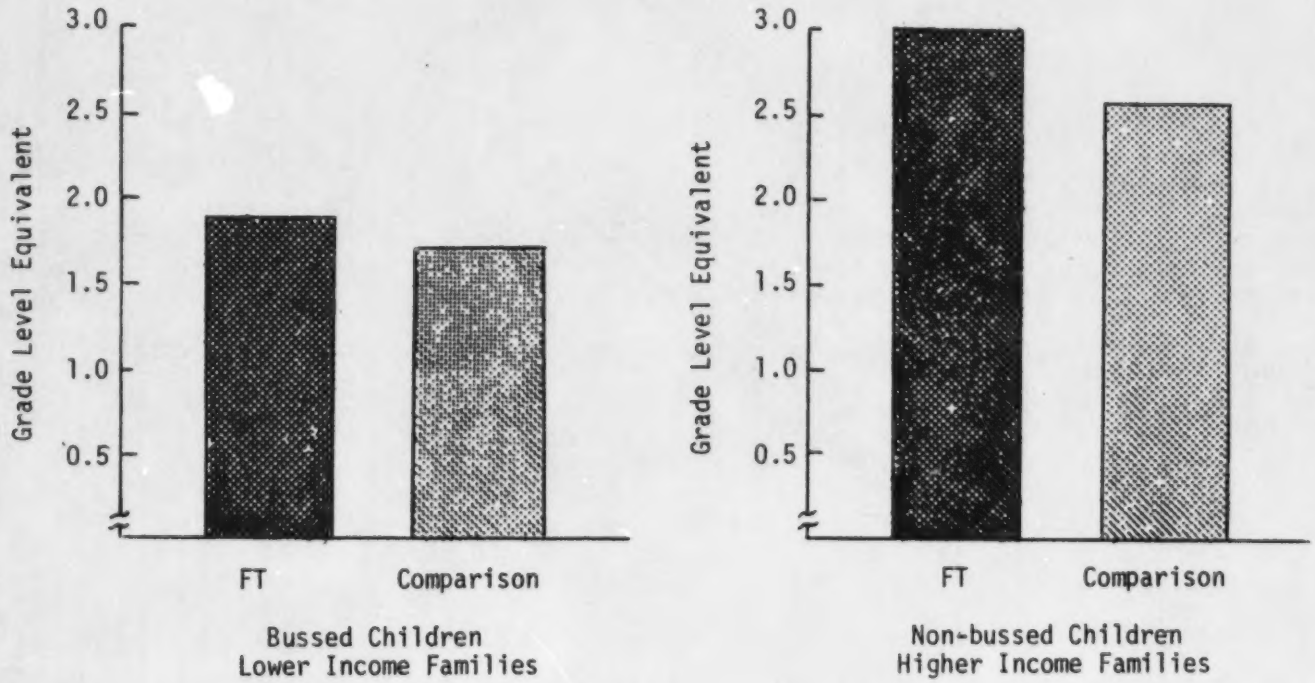


Grade 1 Follow Through children increased their Reading Readiness scores during the year. The average child at the end of the year in these samples can be classified as "high normal readiness status" by reference to national norms supplied by the test developers.

FWL Plate 7

INCREASED READING PERFORMANCE

Reading-Cooperative Primary Test
District A June 1970



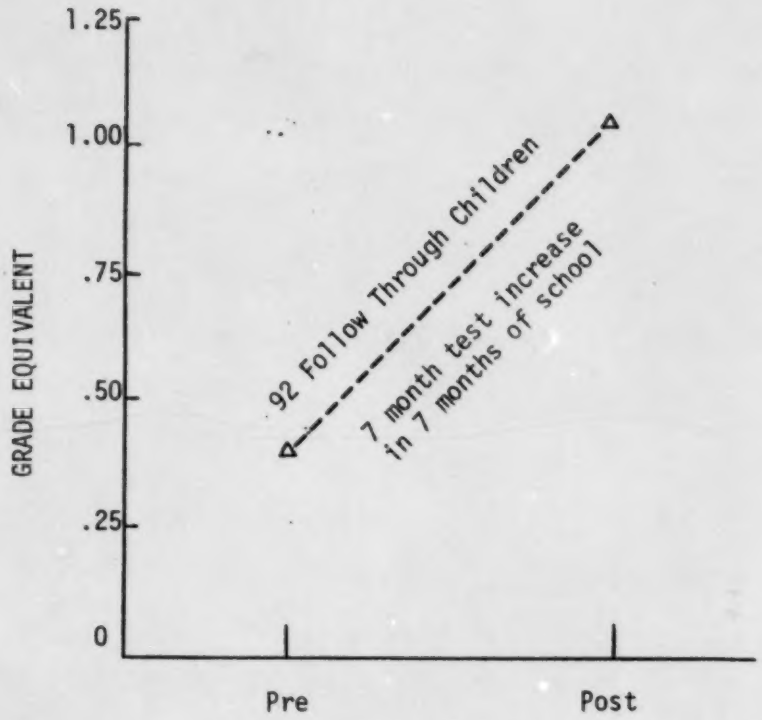
1. Low-income children in Follow Through performed at a significantly higher grade level than comparison children in the same school.

2. Neighborhood, non-bussed, high-income children in FT performed at a signigicantly higher grade level than comparison children in the same school.

FWL Plate 8

INCREASED ARITHMETIC ACHIEVEMENT

Arithmetic Subtest Wide Range Achievement Test
Community A, Kindergarten FT



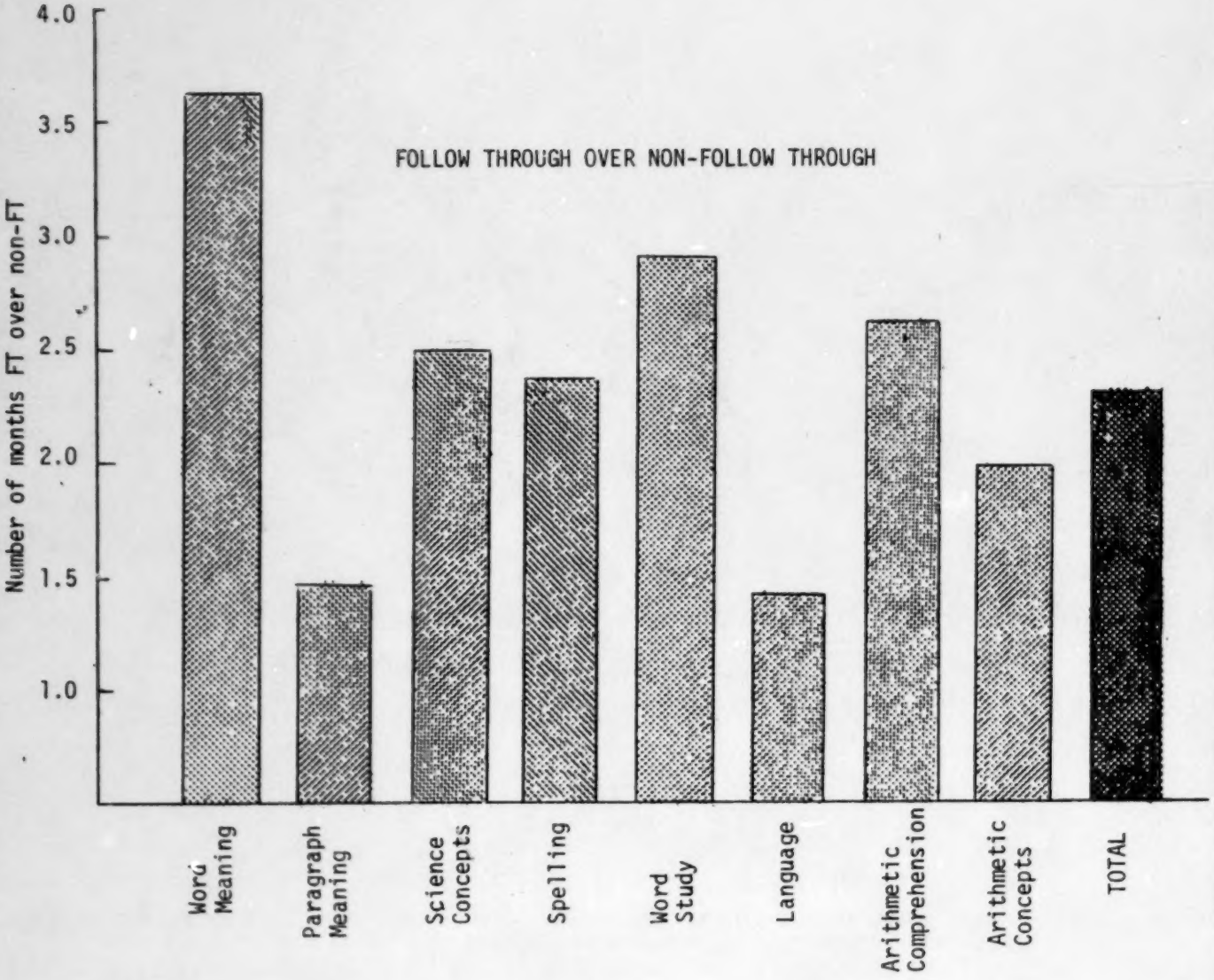
Bussed Children

1) Bussed Follow Through, lower income, children from Community A gained seven months in arithmetic achievement over a seven month period.

2) The average arithmetic achievement (WRAT) performance of this sample was above grade one level before entry to grade one, an excellent prognosis for success.

FWL Plate 10

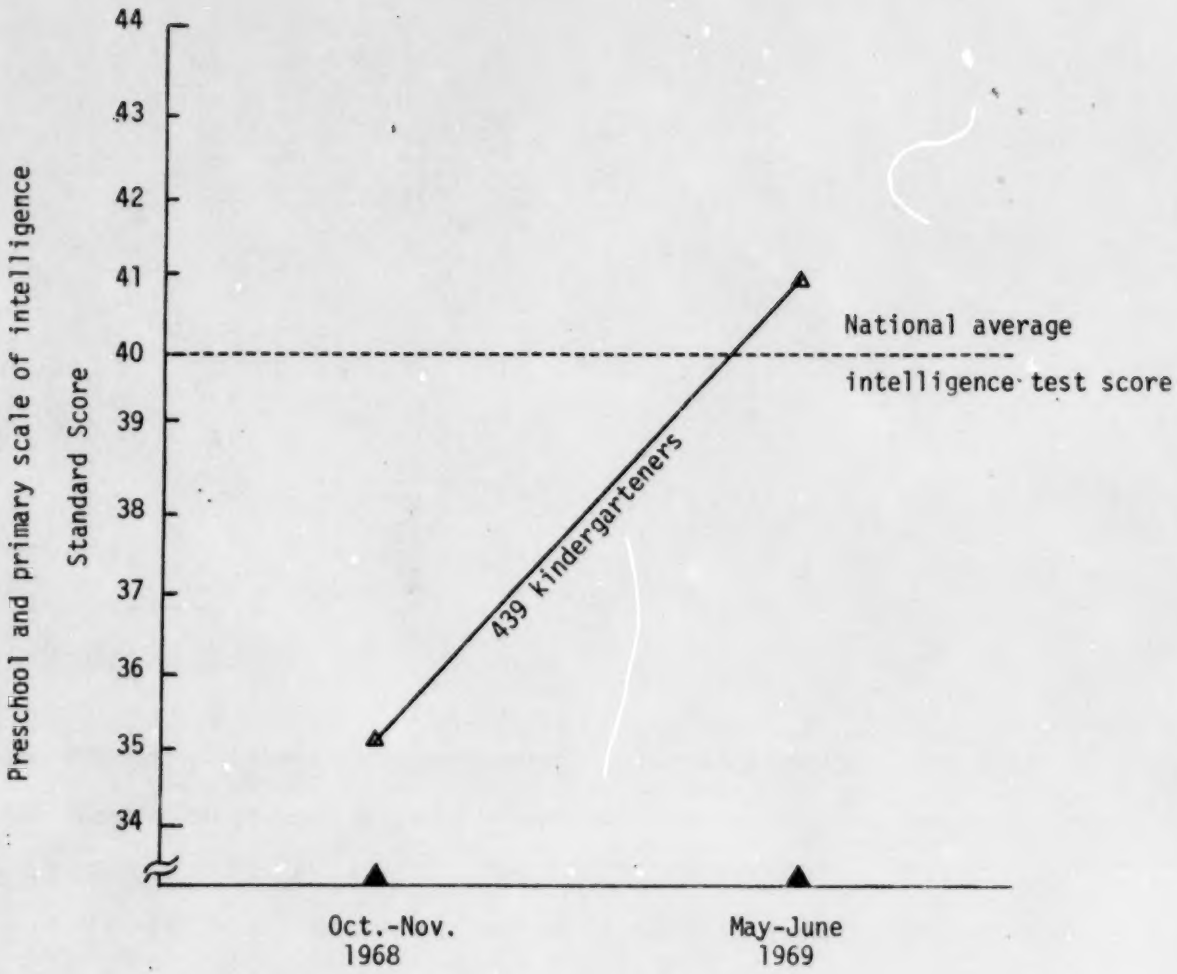
FOLLOW THROUGH CHILDREN IN COMMUNITY I
OUTSCORE COMPARISON CHILDREN ON ALL SUBTESTS OF THE
STANFORD ACHIEVEMENT TESTS



When 118 third grade Follow Through children were compared with 143 non FT children in community I Follow Through children scored as much as 3.6 months higher on subtests of the Stanford Achievement Test.

FWL Plate 14

RESPONSIVE EDUCATIONAL FOLLOW THROUGH PROGRAM
1968-69 kindergarten child Wechsler Intelligence Test score changes



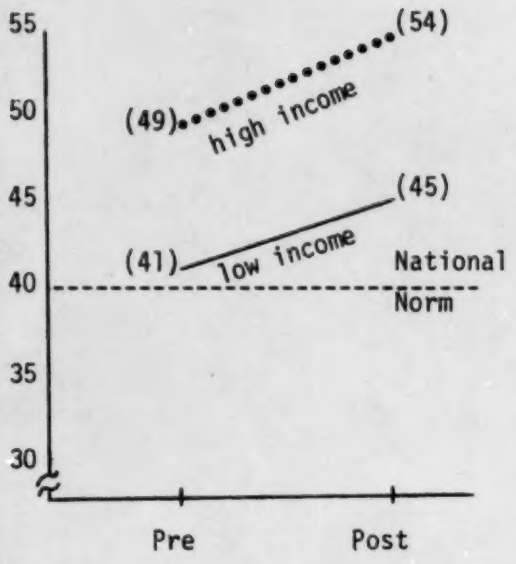
On the average 439 kindergarten Follow Through children scored below the national norm on the Wechsler Intelligence Test in the begining of the year and above the norm at the end of the year.

FWL Plate 2.

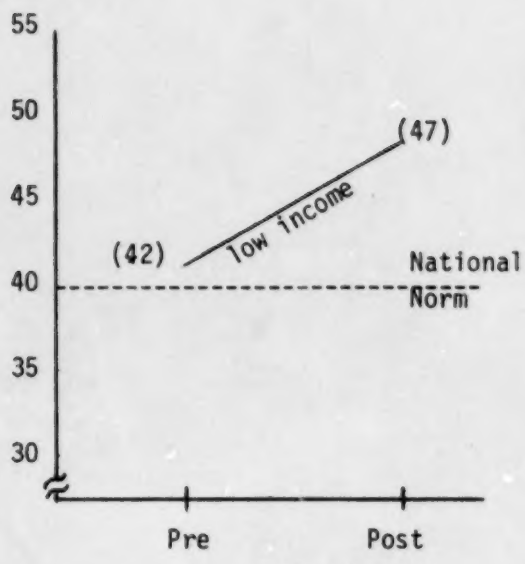
CHANGES IN INTELLIGENCE SCALE SCORE IN FT COMMUNITIES

Wechsler (WPPSI) Test

Community A Kindergarten
Follow Through
N post=149



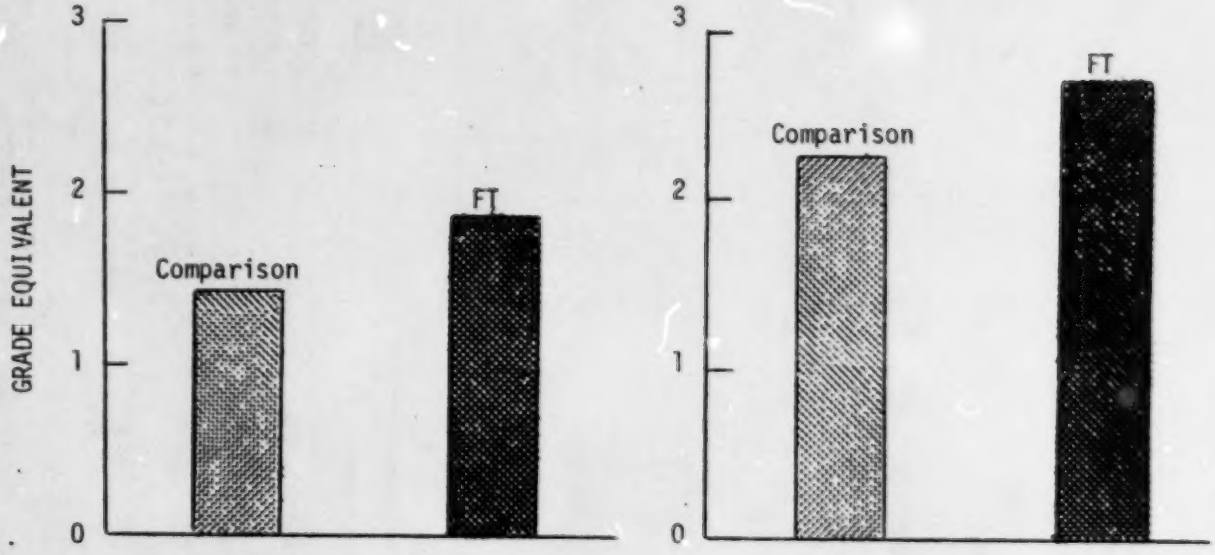
Community B Kindergarten
Follow Through
N post=38



Both high and low income Follow Through kindergarteners registered higher post scores on the WPPSI. This intelligence scale is said to measure native intelligence or unchanging basic intelligence. These results illustrate that scores of Follow Through children in the Responsive Educational program increase on this measure.

FWL Plate 4.

HIGHER SCHOOL SKILLS ACHIEVEMENT



Metropolitan Achievement Test
May 1971 N=224
Community F Grade 1

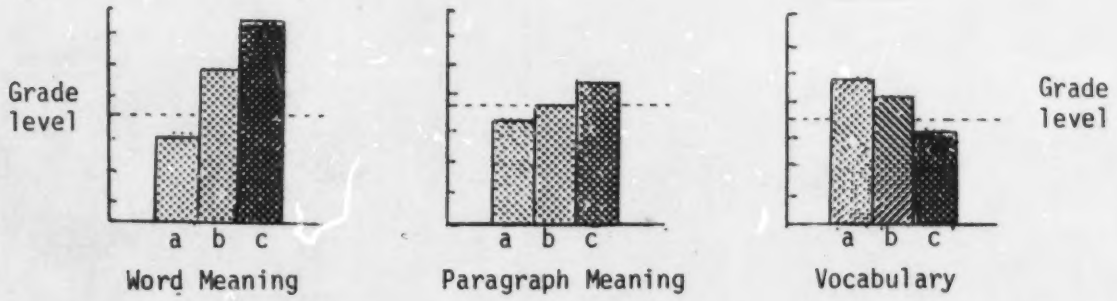
Stanford Achievement Test
Sept. 1972 N=65
Community I Grade 3

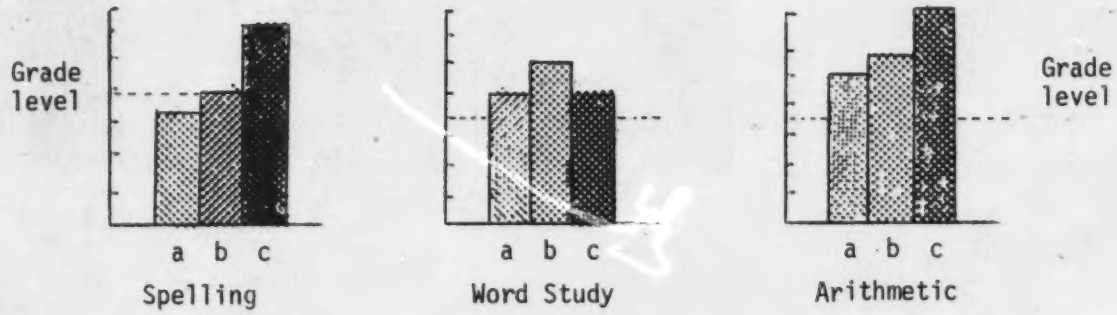
Follow Through children were achieveing at approximately two months higher grade level than comparison children in the first grade in community F and in the 3rd grade in community I.

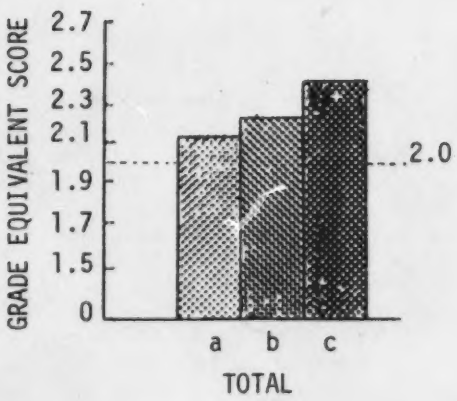
FWL Plate 11

INCREASING SKILLS ACHIEVEMENT WITH LONGER FOLLOW THROUGH EXPERIENCE

Stanford Achievement Sub-test
(Primary I Battery)
Community G Grade 2 1972







Key:

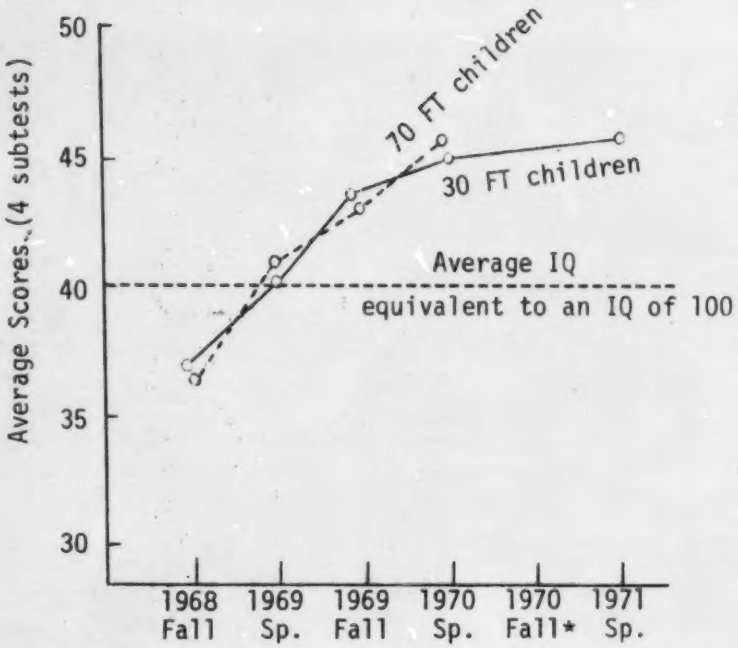
a= 0 to 6 months FT experience
b= 6 to 12 " " "
c= 12 to 18 " " "

As Follow Through children have more experience in the Responsive Education Program they tend to be achieving at higher grade levels as measured by the Stanford Achievement Test.

FWL Plate 12 (10)

LONGITUDINAL INCREASE IN IQ LEVEL

Wechsler Tests (WPPSI and WISC)
Samples From Ten Responsive Education Communities

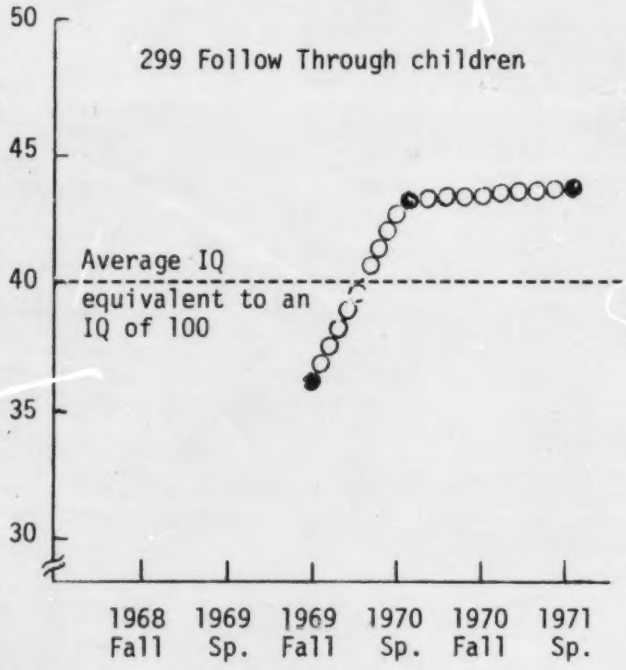


*no testing done this date

1) IQ level of each group starts significantly below the national average of the test norms. Within the first year of FT scores are at or above the national average.

2) All three groups are scoring significantly above national norms at the last test date.

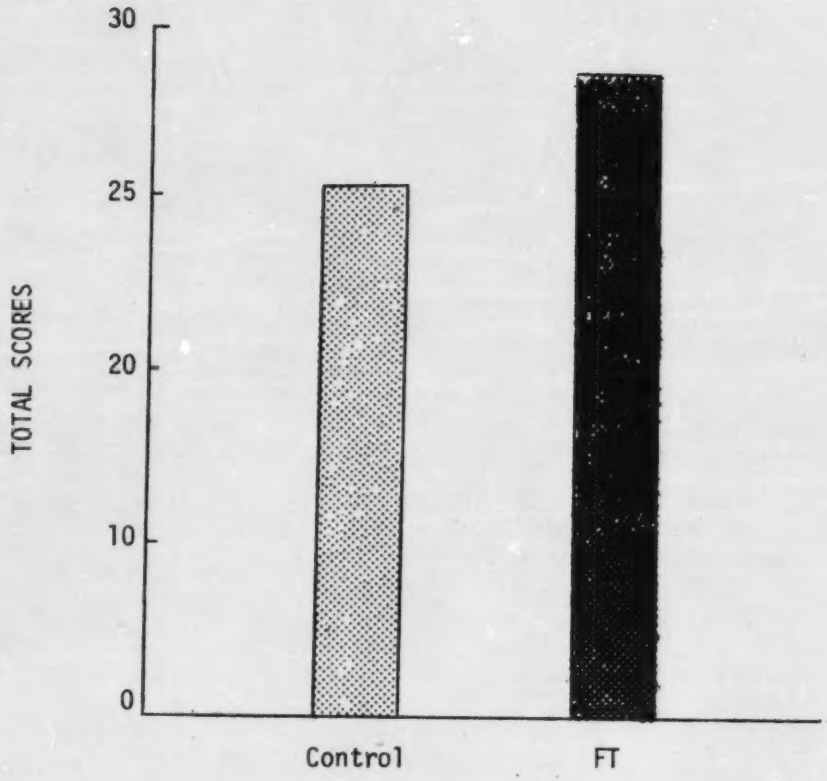
3) There were significant linear trends over time for each group's total IQ scores.



FWL Plate 6

MORE OBSERVANT AND CLEARER THINKING

Ravens' Progressive Matrices
Community G Grades 1 through 3 1972
N=86

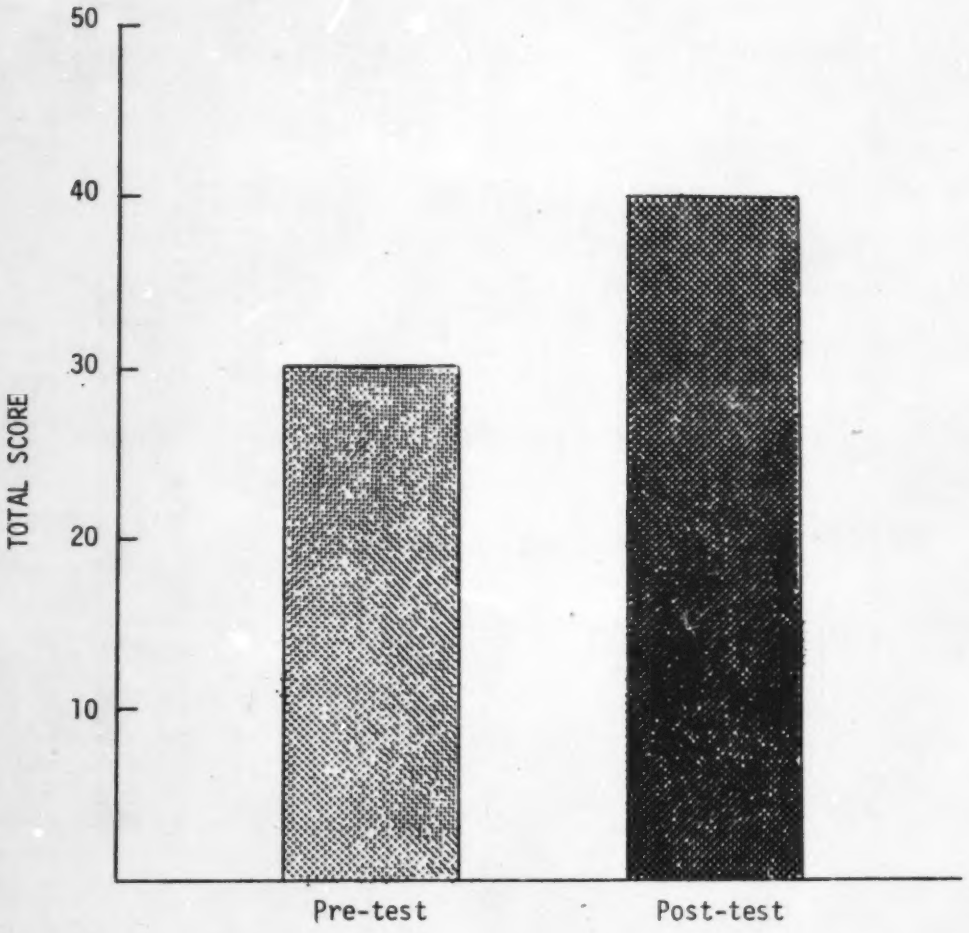


Follow Through children measured higher on the Raven's Progressive Matrices than non-Follow Through children (control). The Responsive Model emphasizes curiosity and independent thinking, as well as self reward.

FWL Plate 13

HEAD START PROGRESS
IN PREPAREDNESS FOR PRIMARY SCHOOL

Caldwell Preschool Inventory 1970-1971
(based on 51 of 64 items)
Average scores for all (12) districts Responsive Education Program N=408



1) Responsive Program Head Start children were more prepared for grade school after Head Start.

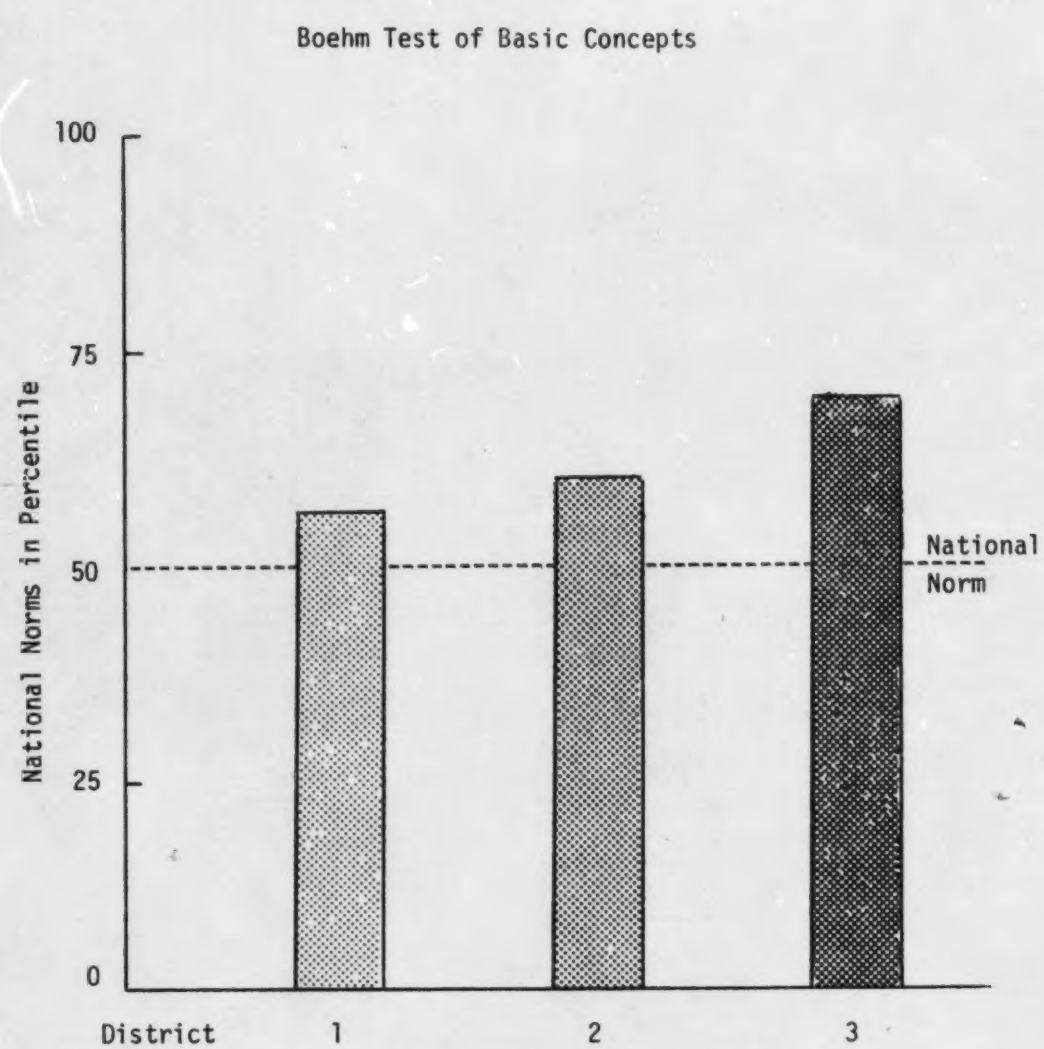
2) Average gains per district ranged from 4.3 points to 14.1 points.

3) Responsive Program children registered improvements of 17 to 27 percent across all subject areas of the PSI, (a) Self Concept, (b) Parts of Body, (c) Action Words, (d) Color, Position, and Size, (e) Counting, (F) Comparing Objects, (g) Ordinal Numbers, (h) Ability to Make Simple Geometric Figures, (i) Knowledge of Color and Shape.

FWL Plate 1.

ATTAINMENT OF CONCEPTS

HEAD START CHILDREN OF THREE DISTRICTS N=63



Sixty-one out of the sixty-three Head Start children tested in this study were from families whose income fell within the OEO poverty guideline. Responsive model children were performing above the 50th percentile for the test norms at the end of the Head Start year. Head Start children are attaining basic concepts.

FWL Plate 3.

REFERENCES TO PLATES

REFERENCE:	PLATE #:
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